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ABSTRACT

This enrollment report is divided into two parts: (1) discussion of Washington enrollment patterns from 1971-72 to 1975-76 and (2) discussion of the contracted enrollment concept used in budgeting public higher education for the 1975-77 biennium. In addressing enrollment patterns during recent years, this report presents data concerning the trends in headcount and full-time equivalent student enrollment. The contracted concept is explained and consideration is given to why the executive and legislative branches chose to use that concept in the budget process. The estimated financial impact of contracted enrollment concept based on actual fall 1975 enrollments is also discussed. (LBH)

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ED134126

Council for Postsecondary Education
State of Washington

HE 008623

STATUS REPORT

PUBLIC HIGHER EDUCATION ENROLLMENTS

DECEMBER, 1975

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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STATUS REPORT

PUBLIC HIGHER EDUCATION ENROLLMENTS

In our last report on this subject, dealing with opening fall headcount enrollment, the staff noted that preliminary figures indicated that over 11,000 more individuals were enrolled in Washington's community colleges, state colleges and universities than in the Fall of 1974. This represented an increase of over 5 percent. While this is a significant increase, preliminary national information from the National Center for Education Statistics indicates an approximate 11 percent growth in opening fall headcount enrollments over the Fall term, 1974. It is apparent that the unexpected growth phenomenon is not unique to the State of Washington and in fact is more pronounced in other states. Reasons given for the unexpected enrollment bulge have most often centered around current unfavorable economic conditions. This assumption appears to be borne out by the fact that the predominate area of increase nationally and in the State of Washington has been in two-year public institutions with a greater vocational emphasis.

This enrollment report is divided into two parts: (1) discussion of Washington enrollment patterns from 1971-72 to 1975-76; and (2) discussion of the contracted* enrollment concept used in budgeting public higher education for the 1975-77 biennium. In addressing enrollment patterns during recent years, this report presents data concerning the trends in headcount and full-time equivalent student enrollment. In explaining

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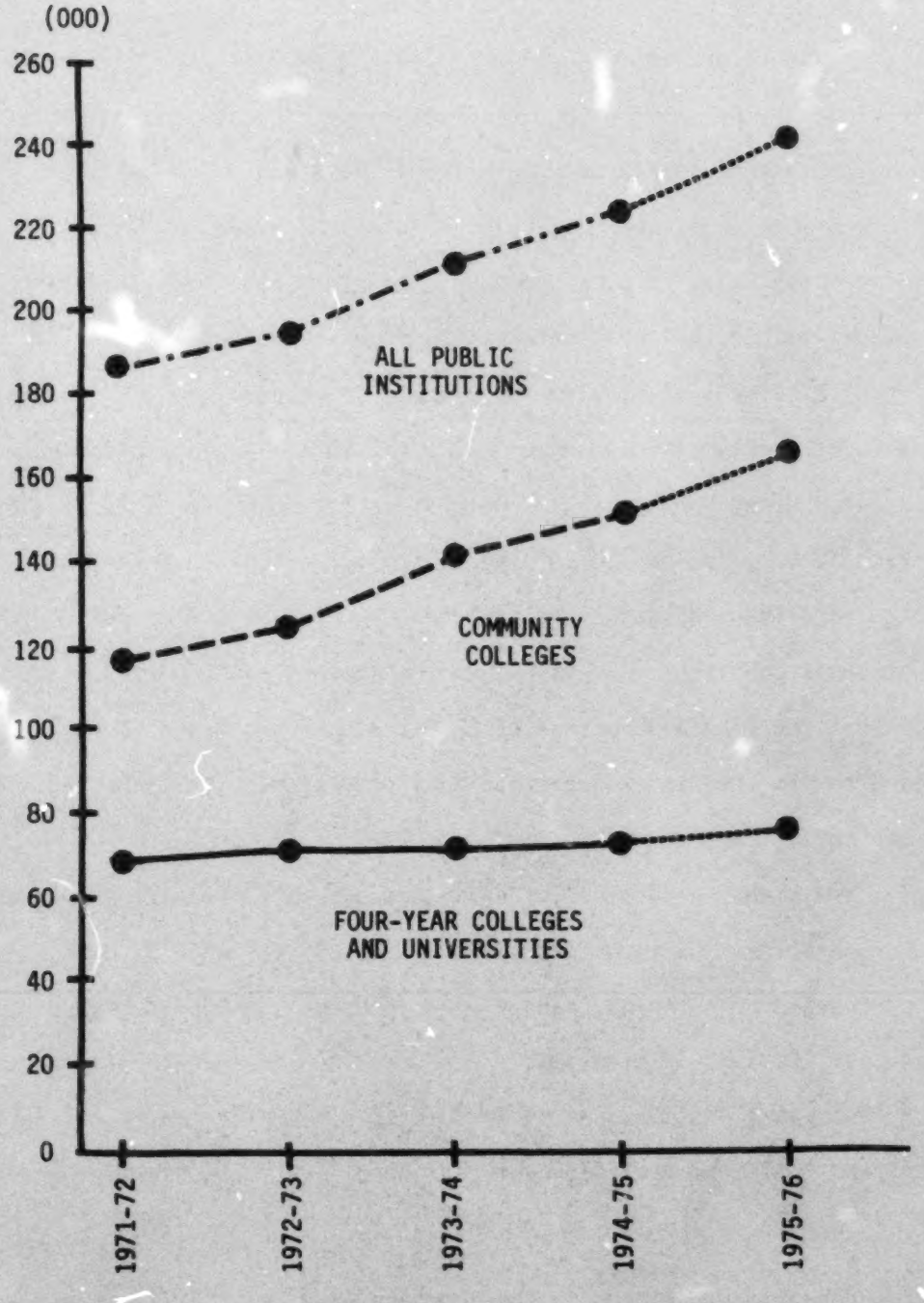
*Contracted enrollments refers to the approach used in 1975-77 in determining appropriations for colleges, universities and the community college system.

GRAPH I

AVERAGE ANNUAL HEADCOUNT ENROLLMENT

1971-72 - 1975-76



the contracted enrollment concept, the report will outline what the "contracted" concept is, why the executive and legislative branches chose to utilize the contracted enrollment concept in the budget process, and the estimated financial impact of contracted enrollment concept based on actual Fall, 1975 enrollments.

Enrollment Trends

During the past four academic years, annual average headcount enrollment in Washington public colleges and universities has increased by 21% from 186,928 in 1971-72 to 225,915 in 1974-75 (See Table I). Estimates for the current year bring the total to 247,472, an increase over five years of 48,545 or 41.4%. As the graph on the facing page illustrates, the largest increase has been in the community college sector. For example, from 1971-72 to 1974-75, the annual average headcount enrollment in the community college system increased by 30.6%. The corresponding figure for the public four-year institutions is 4.4%.

Estimates of the average annual headcount enrollment for the 1975-76 academic year reflect a continued growth. If current estimates are realized, the public four-year sector will increase by 5% over last year to 76,651 and the community college system will increase by 8.3% to 165,664.

The enrollment increase in the community colleges is due in part to the increasing demand for vocational training, which currently makes up over 46 percent of the full-time equivalent enrollment count as compared to 40 percent in 1971-72. Another factor contributing to the growth is the opportunity for part-time attendance which community colleges provide to the working person through extensive offerings in the evening hours. It would appear that these same factors influence, to a lesser degree,

TABLE I

COMPARISON OF ANNUAL AVERAGE HEADCOUNT ENROLLMENT
1971-72 to 1975-76

	Actual				Estimate	Percent Change 1971-72 to 1975-76
	1971-72	1972-73	1973-74	1974-75	1975-76	
University of Washington	32,049	33,182	33,125	33,138	34,031	
Percentage of Change		+ 3.5	*	*	+ 2.6	+ 6.1
Washington State University	14,098	14,149	14,407	15,324	15,884	
Percentage of Change		*	+ 1.8	+ 6.4	+ 3.6	+12.6
Central Washington State College	7,088	6,449	6,539	7,051	7,790	
Percentage of Change		- 9.0	+ 1.4	+ 7.8	+10.4	+ 9.9
Eastern Washington State College	6,335	6,433	6,254	6,694	7,526	
Percentage of Change		+ 1.5	- 2.8	+ 7.1	+12.4	+18.8
The Evergreen State College	1,090	1,952	2,159	2,279	2,336	
Percentage of Change		+79.1	+10.6	+ 5.6	+ 2.5	+114.3
Western Washington State College	9,149	8,254	7,986	8,453	9,084	
Percentage of Change		- 9.8	- 3.2	+ 5.8	+ 7.4	*
Subtotal	69,809	70,419	70,470	72,939	76,651	
Percentage of Change		*	*	+ 3.5	+ 5.0	+ 9.7
Community Colleges	117,119	124,831	140,872	152,967	165,662	
Percentage of Change		+ 6.5	+12.8	+ 8.5	+ 8.3	+41.4
Total All Public	186,928	195,250	211,342	225,915	242,315	
Percentage of Change		+ 4.4	+ 8.2	+ 6.8	+ 7.2	+29.6

*Less than one percent (1%)

Sources: Actual data: Office of Program Planning and Fiscal Management, Population and Enrollment.
Estimates: Four-year, Office of Program Planning and Fiscal Management; two-year, State Board for Community College Education

the enrollment increases at four-year institutions. Other factors are a continued increase in the college age population, plus current economic factors.

Further evidence on the source of increase can be gained by examining the participation rates of various age groups. Since 1971, the participation rate in community colleges for persons 18 to 20 has declined from 20.1% to 19.7% in 1974 and 1975. A similar pattern is illustrated for four-year enrollments. On the other hand, the rate of participation of 25 to 29 year olds in all institutions grew over the same period from 11.4% to 15.2%. A similar increase is illustrated for persons 30 years of age and older.

TABLE II

HIGHER EDUCATION PARTICIPATION RATES
1971-1974

	1971-72	1972-73	1973-74	1974-75
Four-Year Institutions				
18-21	20.7%	20.1%	19.1%	18.6%
22-24	9.4%	9.6%	10.0%	10.3%
25-29	5.1%	5.5%	5.6%	5.8%
30 +	.6%	.6%	.7%	.8%
Two-Year Institutions				
18-20	20.1%	19.2%	20.6%	19.7%
21-24	7.9%	8.4%	9.5%	9.9%
25-29	6.3%	7.5%	8.4%	9.4%
30 +	1.9%	2.6%	2.9%	3.1%
Combined				
18-24	28.3%	27.9%	28.7%	28.5%
25-29	11.4%	13.0%	14.0%	15.2%
30 +	2.5%	3.2%	3.6%	3.9%

An analysis of the number of freshmen enrolling directly from high school also shows a decline. In 1971, 52.8% of Washington's high school

graduates enrolled the fall after graduation; in 1972, 50.8% enrolled and by 1974 only 49.4% entered the fall after graduation.

Another perspective to consider is the total number of entrances each year. A review of these data reveals that sources other than recent high school graduates are comprising a larger percentage of the total number of entering students. For example, in 1971 66.89% of the total number of students enrolling in Washington colleges and universities were other than recent high school graduates. This percentage continued to increase -- in 1972, 75.46%; in 1973, 78.43%; and in 1974, 79.74%.

Table I indicates that enrollment trends at the three older state colleges (Eastern, Central and Western) have fluctuated. The unpredictable nature of state college enrollments was one of the reasons for interest in a system which tied financial incentives to enrollment predictions. This will be explained in the section on contract enrollments.

While an analysis of the annual average headcount enrollment provides an important perspective, an examination of the number of full-time equivalent (FTE) students also assist in determining the trends in student enrollment. The full-time equivalent measure is important in that it converts headcount enrollment to a standard instructional workload unit. This enables decision-makers to make judgements and comparisons concerning instructional workloads. Also, in Washington the full-time equivalent student count is used in the budgeting process as an indicator of faculty need. The FTE measure is derived by dividing undergraduate credit hours by a factor of 15 and graduate hours by 10.

The trends illustrated in Table III and the associated graph parallel the headcount enrollment pattern. The key factor in understanding the

GRAPH II

AVERAGE ANNUAL
FULL-TIME EQUIVALENT ENROLLMENT
1971-72 - 1975-76

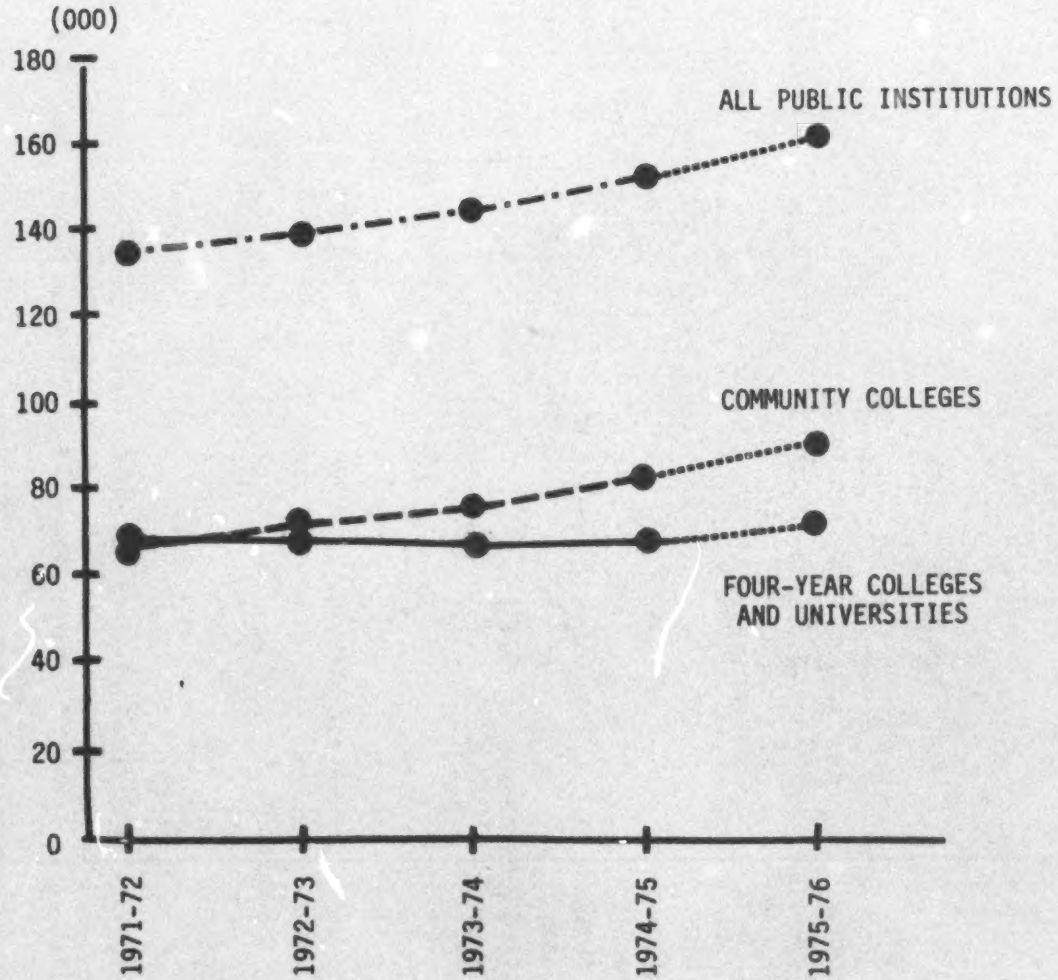


TABLE III

COMPARISON OF AVERAGE ANNUAL FULL-TIME EQUIVALENT STUDENT ENROLLMENT
1971-72 to 1975-76

	Actual				Estimate
	1971-72	1972-73	1973-74	1974-75	1975-76
University of Washington	30,121	31,080	31,051	30,598	30,971
Percentage of Change		+ 3.2	*	- 1.5	+ 1.2
Washington State University	14,075	14,376	14,532	15,345	15,953
Percentage of Change		+ 2.1	+ 1.1	+ 5.6	+ 4.0
Central Washington State College	7,285	6,484	6,145	6,143	6,198
Percentage of Change		-11.0	- 5.2	*	+ 1.0
Eastern Washington State College	6,350	6,339	5,995	6,207	6,878
Percentage of Change		*	- 5.4	+ 3.5	+10.6
The Evergreen State College	1,055	1,886	2,205	2,343	2,336
Percentage of Change		+ 7.8	+16.9	+ 6.3	*
Western Washington State College	9,461	8,309	7,720	7,974	8,370
Percentage of Change		-12.2	- 7.1	+ 3.3	+ 5.0
Subtotal	68,347	68,474	67,684	68,610	70,706
Percentage of Change		*	*	+ 1.0	+ 3.1
Community Colleges	67,395	71,447	76,921	83,754	90,705
Percentage of Change		+ 6.0	+ 7.6	+ 8.8	+ 8.3
Total All Public	135,742	139,921	144,605	152,364	161,411
		+ 3.0	+ 3.3	+ 5.3	+ 5.9

*Less than one percent (1%)

NOTE: Full-time equivalent is derived by dividing 100-400 level credit hours by 15 and 500+ by 10.

Sources: Higher Education Enrollment Forecasts for 1975-77 Biennium Budget, November 1974
Higher Education Enrollment Report
State Board for Community College Education

relationship is the average credit hour loads at the various schools. Comparing headcount and FTE student enrollments reveals some interesting trends. Table IV shows that headcount students attending the three older state colleges (Eastern, Central and Western) are generating fewer full-time equivalent students than in previcus years. This change reflects the shifts in enrollment of more part-time student and/or fewer hours being taken by the students in general. For the two universities, trends have been relatively constant. Up until the current year, The Evergreen State College relationship reflected a steady increase, however, the current year's experience shows a decline due to larger part-time enrollment. This overall decline in the relationship of headcount to full-time equivalent parallels the increased participation by older, generally part-time, students at most institutions. This pattern of decline is graphically displayed on page 11 for each four-year institution and the community college system.

In the section which follows, an explanation of how the executive and legislative branches of government attempted to encourage more effective management of enrollments through the budget process will be given. Accompanying the explanation is a presentation on the estimated financial impact of certain "contact" enrollment provisions which are contained in the 1975-77 biennium budget bill (Substitute House Bill 866).

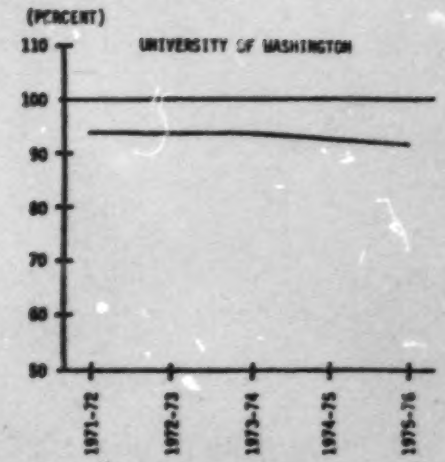
TABLE IV

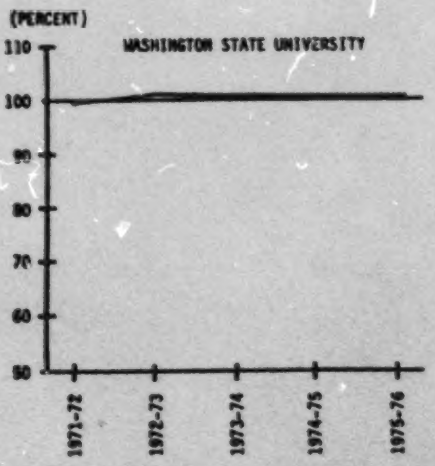
COMPARISON OF ANNUAL AVERAGE FULL-TIME EQUIVALENT ENROLLMENT TO ANNUAL AVERAGE HEADCOUNT

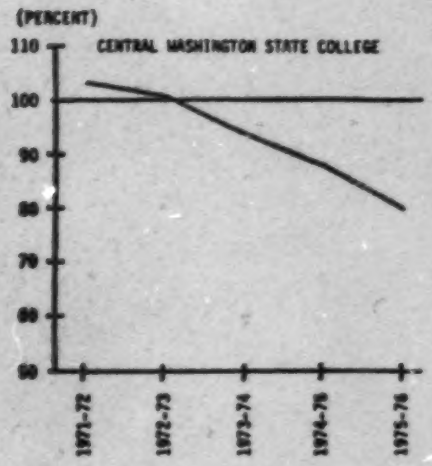
	ACTUAL				Estimate
	1971-72	1972-73	1973-74	1974-75	1975-76
University of Washington					
Headcount	32,049	33,182	33,125	33,138	34,031
FTE	30,121	31,080	31,051	30,598	30,971
Percent	93.9	93.7	93.7	92.3	91.0
Washington State University					
Headcount	14,098	14,149	14,407	15,324	15,884
FTE	14,075	14,376	14,532	15,345	15,953
Percent	99.8	101.6	100.9	100.1	100.4
Central Washington State College					
Headcount	7,088	6,449	6,539	7,051	7,790
FTE	7,285	6,484	6,145	6,143	6,198
Percent	102.8	100.5	93.9	87.1	79.5
Eastern Washington State College					
Headcount	6,335	6,433	6,254	6,694	7,526
FTE	6,350	6,339	6,308	6,207	6,878
Percent	100.2	98.5	100.9	92.7	91.3
The Evergreen State College					
Headcount	1,090	1,952	2,159	2,279	2,336
FTE	1,055	1,886	2,205	2,343	2,336
Percent	96.8	96.6	102.1	102.8	100.0
Western Washington State College					
Headcount	9,149	8,254	7,986	8,453	9,084
FTE	9,461	8,309	7,720	7,974	8,370
Percent	103.4	100.6	96.7	94.3	92.1
Community Colleges					
Headcount	117,119	124,831	140,872	152,967	165,664
FTE	67,395	71,447	76,921	83,754	90,705
Percent	57.5	57.2	54.6	54.7	54.7

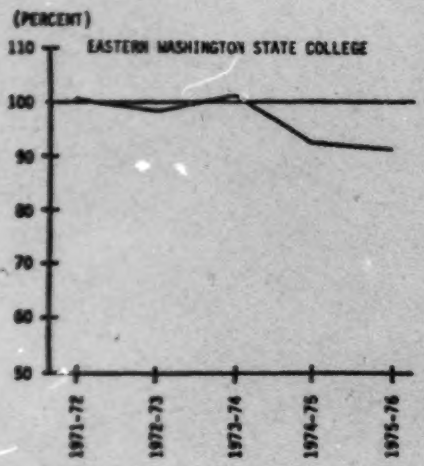
GRAPH III

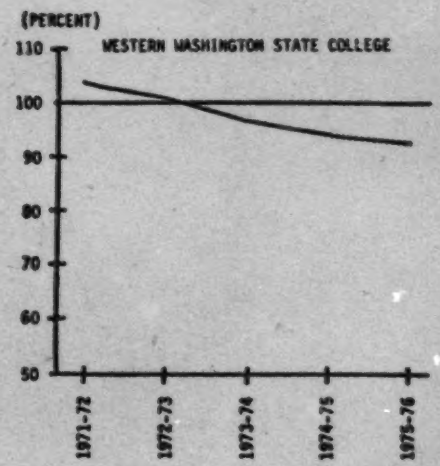
PERCENTAGE RELATIONSHIP
FTE ENROLLMENT AS A PERCENTAGE OF HEADCOUNT
1971-72 - 1975-76

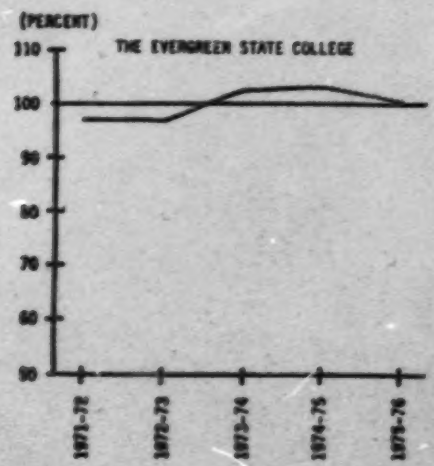


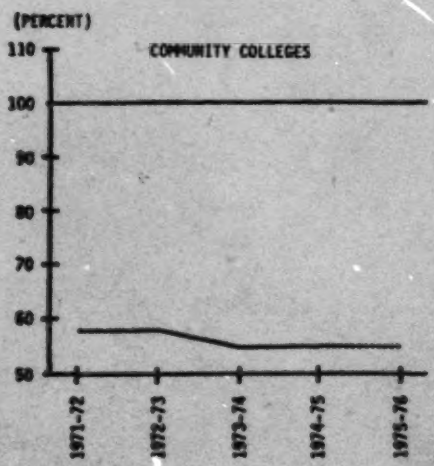












Contract Enrollments

In recent years, the executive branch of state government and the legislature have been concerned about the extremes in enrollment patterns and their impact on institutional management and budgets. Consequently, both branches of state government have explored alternative means of more closely relating enrollment experience and forecasts to the budgeting process.

In the 1974 Special Session, the legislature applied the "lagged" enrollment approach to the three state colleges which had experienced enrollment declines. The "lagged" approach is based on the actual experience of the most recent year. In the ensuing interim, the Office of Program Planning and Fiscal Management held several meetings to develop an alternative approach. The proposal which was recommended by O.P.P.F.M. was agreed to by the institutions and was reflected in the Governor's 1975-77 budget. This proposal was the "contract enrollment" concept and was subsequently adopted (with some modification) by the legislature. Appendix A explains the system in some detail. Under the 1975 contracted enrollment approach, the institutions agreed to plan and manage their affairs to approximate a mutually agreed upon enrollment level.

The enrollment levels for the 1975-77 biennium were computed by the Office of Program Planning and Fiscal Management in conjunction with information from the institutions and with their review of the results. In computing contracted enrollments, consideration was given to general population trends, economic trends, and historical experience of the particular institution. Using available data, O.P.P.F.M. predicted the annual average headcount enrollment, the total number of annual average student credit

hours which would be taken by those students, and then distributed the credit hours by course level and among budget formula categories. From this distribution, the level of faculty staffing at 100 percent of formula (also referred to as formula faculty entitlement) was computed and these faculty entitlement figures became the controlling factor for the contract system. The essence of the contract system is that institutions will attempt to plan and manage their enrollments, not so much in terms of total numbers of students, but toward the number of credit hours which will be produced at the various course levels by those enrollments.

As in any contract, the enrollment contracts provided rewards and penalties for compliance and noncompliance. The 1975 legislature provided for these rewards and penalties in two ways: (1) growth funding and (2) student fee control. A "reward" provision was included for institutions that contracted for growth above the 1974-75 base. Growth funds were appropriated for allocation to the institutions if they experienced the predicted growth. If the anticipated growth did not occur, the growth funds would not be allotted by O.P.P.F.M. and would lapse at the end of the fiscal year. In effect, underenrollment carries a penalty of reduced funding below total appropriations. The other "penalty" provision (student fees control) comes into play in the event of over enrollment. The legislature outlined this provision in Substitute House Bill 866, Section 187, as follows:

> For the purpose of the controls outlined in this section, deviations in the formula entitlements for faculty staffing shall be the controlling factor. In any case where actual formula faculty entitlement, as computed from full year enrollments in spring, exceeds the contract level by more than one and one-half percent, appropriated funds equal in amount to the student operating fees derived from

such excess enrollment shall be withheld during the same or subsequent year and shall revert to the state general fund following the close of the 1975-1977 biennium.

As is clearly set forth in the above section of Substitute House Bill 866, faculty entitlements are to be the controlling mechanism for determining if allocation of growth reserves or the reversion of state funds related to excess income is to take place. Table V lists the basic faculty entitlement information and is used as the basis for the financial tables that detail estimates on growth funds to be awarded and estimated reversions which may be required of the institutions. The most notable feature of Table V is the provision for no growth over the 1974-75 year in faculty entitlements in the community college system contract. This results from the fact that in 1974-75 winter and spring quarters, enrollments were higher than anticipated, raising the annual average enrollment for 1974-75 to a level higher than that budgeted for 1975-76. This is particularly significant since Fall, 1975 enrollments indicate that faculty entitlement may increase as much as 382.6 over the 1974-75 base year level.

The other tables which follow provide data on growth funds to be awarded based on the projected faculty entitlement in Table VI and estimated reversions for the three affected units in Table VII.

TABLE V

FACULTY ENTITLEMENTS

	(A)	(B)	(C)	(D)	(E)	(F)	(G)
	Faculty Entitlements at 100%			Projected Entitlement Based on 1975 Fall Quarter	Projected Actual Growth	Contracted Entitlement Plus 1½% (Upper Limit)	% Projected Entitlement Above Upper Limit
	1974-75 Base	1975-76 Contract	Contracted Growth				
UW	2,455.7	2,516.7	61.0	2,508.8	53.1	2,554.4	-0-
WSU	1,044.1	1,068.8	24.7	1,073.1	29.0	1,084.8	-0-
WWSC	600.3	590.8	-0-	629.9	29.6	599.7	4.8
CWSC	461.3	476.0	14.7	471.8	10.5	483.1	-0-
EWSC	451.9	454.0	2.1	512.0	60.1	460.8	10.0
TESC	176.6	187.3	10.7	179.2	2.6	190.1	-0-
CC's**	4,826.73	4,725.71	-0-	5,209.36	382.6	4,796.6	7.9

*Faculty entitlements are computed by estimating an institution's total average annual enrollment and converting the projected enrollment to credit hours. The projected credit hours are then distributed by course level (100-200; 300-400; 500; 600-700-800) and cost area (regular and high).

**The faculty entitlement numbers for the community college system are estimates provided by the State Board for Community College Education.

Growth Funds

Table VI lists the public institutions for which growth funds are being held at O.P.P.F.M. and the amount estimated to be alloted.

TABLE VI

GROWTH FUNDS RELEASED AND NOT RELEASED

	Growth Reserve	Amount To Be Released	Amount Not To Be Released
University of Washington	$1,171,162	$1,039,712	$131,450
Washington State University	404,205	404,205	-0-
Western WA State College	-0-	-0-	-0-
Central WA State College	171,952	103,830	68,122
Eastern WA State College	32,797	32,797	-0-
The Evergreen State College	170,817	41,507	129,310
Community College System	-0-	-0-	-0-

Source: Office of Program Planning and Fiscal Management chart entitled Four-Year Higher Education Institutions -- Release of FY 76 Growth Reserve Funds, November 18, 1975

Penalty Reversions

The penalty reversion is not to be determined until final average annual enrollments and corresponding faculty entitlements can be computed during the spring term. Accordingly, it is impossible to provide only estimates at this time. Column D of Table V indicates new estimates of faculty entitlements based on actual fall enrollments. Since Substitute House Bill 866 states that faculty entitlements are the controlling factor for any penalty reversion, it is necessary to calculate the percentage deviation of faculty entitlements between the allowable upper limit (see Column F of Table V) and the projected faculty entitlement based on actual fall enrollments. This calculation is shown in Column G of Table V.

Table VII indicates the dollar impact of the reversion penalty for Eastern, Western and the community college system. It should be emphasized that the figures shown to be reverted represent estimates for two reasons: (1) final calculations are not to be made until spring; and (2) the exact method of calculating the reversions has not yet been determined by the Office of Program Planning and Fiscal Management.

TABLE VII

ESTIMATED PENALTY REVERSION, 1975-76

	Faculty Entitlements				
	Contract Level Plus 1.5%	Projected Based on Fall, 1975 Enrollment	Percent Overage	Estimated Fee Income	Estimated Penalty Reversion
EWSC	460.8	512.0	10.0%	$1,785,000	$178,500
WWSC	599.7	629.9	4.8%	2,326,000	111,600
CC's	4796.6	5209.3	7.9%	7,097,000	560,600

Summary

In summary, the financial impact of the current enrollments and the contract system will be felt by all segments of public higher education either in growth reserves not being allotted or in the form of a penalty reversion based on excessive enrollments. The greatest impact will probably be felt by the community college system which may be required to revert more than $1 million of state general funds in the 1975-77 biennium under the provisions of Substitute House Bill 866.

APPENDIX A

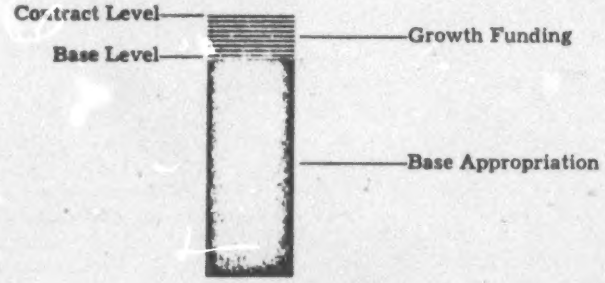
HOW CONTROL OF CONTRACTED ENROLLMENT FUNDING WILL OPERATE

Under the contracted enrollment procedure, three separate controls can be placed upon the institutions' budgets depending upon how their actual enrollments deviate from their base and contracted enrollment levels. These controls will be applied to the formula portions of the Student Services, Libraries and Instruction and Departmental Research programs.

Growth Funding Control

An institution's appropriation for the above programs can be thought of as having two components; a "base appropriation" corresponding to the base level① enrollment, and, in those cases where the contract anticipates growth, "growth funding" for those enrollments between the base level and the contract level.

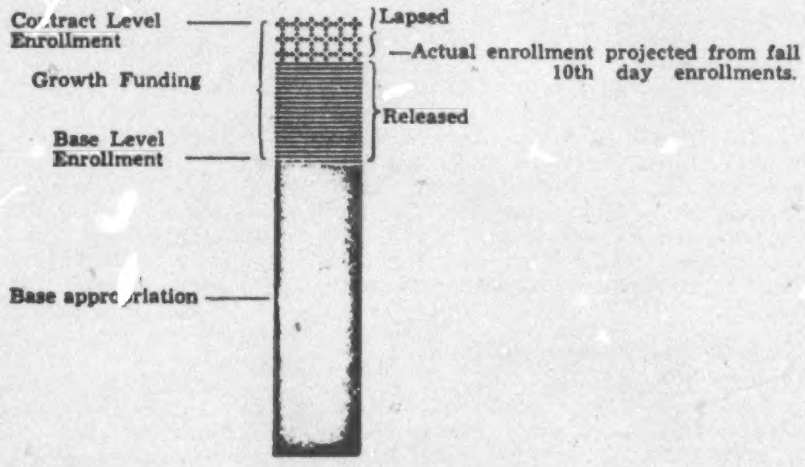
①The FY 76 base level will be defined as the FY 75 actual level and the FY 77 base level will be defined as the FY 76 contract level or actual level, whichever is lower.



The growth funding control will work as follows:

a. All growth funds will be reserved at the time of the initial allotments.②
b. These reserves will be released only to the extent that the growth funding is "earned" based upon the OPP&FM Population Section's projections of full-year enrollments from the actual fall 10th day enrollments.

②Instruction program deviations will be measured in terms of formula faculty entitlement since entitlement is the only common denominator which takes into account course level mix.



c. "Unearned" growth funding will remain in reserve and lapse at the year's end.
d. If the actual enrollments projected from the fall 10th day enrollments *exceed* the contracted level, all growth funds will be released, but no funding will be available for the additional enrollments above the contracted level.

Recognizing the Role of Institutions to Manage

Under a contracted enrollment approach the institutions must agree to plan and manage their affairs to approximate the contracted enrollment within a given percentage deviation. Should an institution's actual enrollment fall outside the error limits associated with the institution's contracted enrollments, then the financial consequences of such an event are known in advance. In addition, the contracted enrollment system encourages the institutions to design the necessary tracking systems to avoid "unrealistic" contracts, to avoid overcommitment to contracted faculty, and to set up monitoring systems designed to meet their contracted enrollments or alert the institutions early enough, if they are not meeting their contract, to begin taking proper corrective actions.

HOW CONTRACTED ENROLLMENTS ARE DEVELOPED

Public Four-Year Universities and Colleges

OPP&FM had developed estimates of the annual average enrollment for 1973-74 using actual Fall 1974 enrollment headcount. The 1973-74 experience is applied to develop the distribution of annual average student credit hours by course level and cost area for 1974-75. The student credit hours are then used to derive the faculty entitlements for 1974-75.

For the determination of the faculty entitlement for the 1975-77 Biennium a projection of annual average enrollment is made for 1975-76 and 1976-77. The average annual enrollment is then converted to total average annual student credit hours by applying the projected average annual credit hours per student based upon three years of history. The total student credit hours are then distributed by cost area (regular and high) and course levels (100-200; 300-400; 500; 600-700-800) using the 1974-75 estimated proportions. These projections developed by OPP&FM then become the base for the development of a memorandum of understanding specifying the Contracted Enrollments for the 1975-77 Biennium.

The enrollment projections are released to the institutions for analysis and review. The institution may then do one of two things: (1) accept the projections and submit a memorandum of understanding agreeing that the projected and contract enrollments for 1975-77 Biennium are the same; or (2) request modification of the projection with concurrence of OPP&FM and then submit a memorandum of understanding defining how the contract enrollments are different from the projected enrollments for the 1975-77 Biennium. The procedure must be completed no later than the 12th day of November.

Sample Conversion of Enrollments to Faculty Entitlements

As in many other states, faculty entitlement levels for comparable instructional areas in Washington are derived from actual or projected enrollments expressed in student credit hours by academic levels, as shown in the chart below. It is important to note that faculty entitlement thus derived is the only common denominator of teaching workloads for colleges and universities in the state—neither headcount enrollments nor total student credit hour enrollments are good indicators of the relative need for faculty.

UNIVERSITY OF WASHINGTON FY 76

Course Level	*No. of Credit Hours*		*Conversion Factor*		*Entitlement @ 100%*
(Regular Cost)					
Lower Division	178,895	÷	300	=	596.3
Upper Division	131,412	÷	165	=	796.4
Postbaccalaureate I	30,503	÷	70	=	435.8
Postbaccalaureate II	11,698	÷	50	=	234.0
(High Cost)					
Lower Division	5,937	÷	180	=	33.0
Upper Division	28,338	÷	105	=	269.9
Postbaccalaureate I	4,976	÷	70	=	71.1
Postbaccalaureate II	4,015	÷	50	=	80.3
			TOTAL		2,516.8
			@ 72%		1,812.1

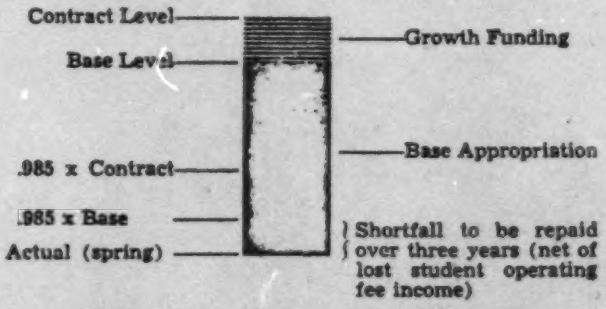
Community College System

The contract enrollment procedure was informally developed and tested with the State Board for Community College Education starting in Spring 1973, and evaluated by comparing the 1973-74 actual average annual fulltime equivalent students (FTE's) with that projected in Fall 1973. The actual was 71,288 FTE's compared to 71,202 projected or contracted enrollment, a difference of only 86 FTE's which is the smallest error ever realized for community colleges. Thus, the community college system contracted FTE enrollments will be based upon 1974 estimates of final fall enrollments, and an annualization of the fall levels derived from experience of the last two years (since the system has been operative) combined with adjustments to reflect any planned program changes from that experience for the previous year.

The FTE student is the primary resource generator for the Community College System. Identification of the financial impact of a given enrollment level would be calculated by multiplying the FTE students by the cost factors of the student services, library, and instructional formulas at the recommended percent of formula in the appropriation recommendation.

Base Appropriation Control *

At any time when the actual entitlement, as computed from final full-year enrollments in spring, falls more than 1.5 percent below both the base level and the contract level, those portions of the Student Services, Libraries and Instruction appropriations corresponding to the shortfall, less a 100 percent credit for lost student fees, will be considered debts of the institutions to the state, to be repaid over the following three years.

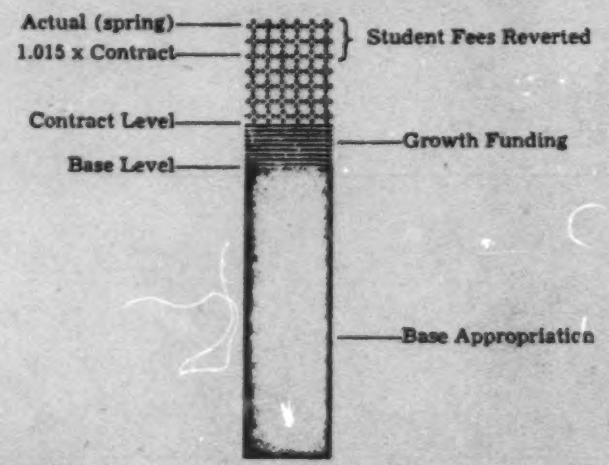


Repayments will be effected by appropriating over the following three years amounts which are less than would otherwise be appropriated. Such reductions will be shown in the printed budget document.

*Based Appropriation Control was not adopted by the legislature.

Student Fee Controls

Whereas the first control rewards planned enrollment growth and the second penalizes unplanned enrollment declines, the third penalizes unplanned growth. Whenever the actual entitlement, as computed from final full-year enrollments in spring exceeds the contract level by more than 1.5%, the student fees corresponding to that excess enrollment will be reverted to the state on the basis of the average fees per faculty entitlement.



Fee reversions will take place either in the year in which they are incurred or during the following year. This is actually a double sanction for overenrollment, the first being the lack of appropriated funds for enrollments above the contract level.